

INCORPORATING MEF VIDEOS INTO YOUR CURRICULUM: TIPS FOR EDUCATORS

ENGLISH TEACHERS/PROFESSORS OR WRITING INSTRUCTORS

- » Are you teaching a book that deals with the themes of violence or gender? Show *Killing Us Softly 3*, *Tough Guise*, *Wrestling With Manhood*, *What a Girl Wants*, or *Game Over*, and make the thematic link to your class reading. Themes of consumption? Show *Advertising & the End of the World* or *No Logo*.
- » Use *Killing Us Softly 3* or *Advertising & the End of the World* as examples of constructing a persuasive argument, supported by evidence.
- » Show *Money for Nothing* and/or *Behind the Screens*, and have a conversation about the ways that media have become our primary storytellers. Discuss the consequences and costs when the dominant storytellers in a culture are owned by multinational, commercial corporations.
- » Show clips of MEF videos as writing prompts.
- » Use *Framing An Execution* as a case study in journalism, and discuss the concepts of fairness, balance, and accuracy.
- » Show clips—or whole videos—as prompts for personal/memoir writing about students' relationships with mass media and pop culture.

SOCIAL SCIENCE TEACHERS/PROFESSORS

- » Are you teaching Economics? Show *Advertising & the End of the World* and/or *No Logo* for an accessible treatment of global related economy. Refer to their respective study guides for discussion questions and classroom exercises.
- » Are you teaching Political Science? Show *Rich Media, Poor Democracy* and discuss the relationship between money, the media system, and politics in the United States. Also discuss the role of a free press within a democracy. Refer to the study guide for discussion questions and classroom exercises.
- » Are you talking about the 'War on Terrorism'? Use the *Beyond the Frame DVD* to expose students to alternative perspectives that haven't been included in the mainstream discourse. Discuss the role of the press in times of war. Show *Independent Media in a Time of War* and have a similar discussion. Show the section "Selling War" in *Toxic Sludge is Good for You* and *Constructing Public Opinion* and discuss the role public relations plays in constructing public opinion.
- » Are you discussing race and representation? Show *Race, the Floating Signifier, Representation & the Media*, *On Orientalism*, *The Myth of 'The Clash of Civilizations'*, or *bell hooks: Cultural Criticism & Transformation*. Discuss the role that representation plays in constructing and perpetuating cultural ideas about race and identity.
- » Are you teaching about the Israeli/Palestinian conflict? Show *Peace, Propaganda & the Promised Land*. Refer to the study guide for discussion questions and classroom exercises.
- » Are you teaching about monopolies and trusts? Discuss the corporate media monopoly. Show *Money for Nothing*; *Rich Media, Poor Democracy*; *Mickey Mouse Monopoly*; and/or *Behind the Screens*. Refer to their respective study guides for discussion questions and classroom exercises.
- » Are you teaching about the public education system and funding? Show *Captive Audience* and discuss commercialism in public schools.

HEALTH EDUCATORS

- » Are you discussing dating violence, sexual assault and/bullying? Show *Killing Us Softly 3*, *Tough Guise*, or *Wrestling With Manhood*. Use the media representations to help you engage students in talking about their real-life experiences. Refer to their respective study guides for further suggestions.
- » Are you discussing body image and eating disorders? Show *Slim Hopes* and/or *Recovering Bodies*. Refer to their study guides.
- » Are you discussing adolescent development? Show any of the aforementioned videos, as well as *Reviving Ophelia* and *What a Girl Wants*, and discuss the role of the media in influencing attitudes and shaping identity.
- » Teaching about alcohol and tobacco? Show *Spin the Bottle* and/or *Deadly Persuasion*. Refer to their respective study guides for discussion questions and classroom exercises.

BIOLOGY/ENVIRONMENTAL STUDIES PROFESSORS/TEACHERS

- » Show *Toxic Sludge Is Good for You* and discuss the role of public relations in shaping societal attitudes about environmental issues. Refer to the study guide for more ideas.
- » Use *Advertising & the End of the World* to make discuss the impact of consumption on the environment. Refer to the study guide for more ideas.
- » Show and discuss *Constructing Public Opinion* to explore how popular support for environmental protection is marginalized.